

AP Literature and Composition

Summer Assignments – Summer 2019

Dear AP student,

Welcome to AP Literature and Composition. While you have been working on becoming skilled readers and writers for quite some time, this AP level course goes deeper in its exploration of literary analysis. According to the College Board's course description, AP English Literature and Composition "engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works."

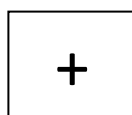
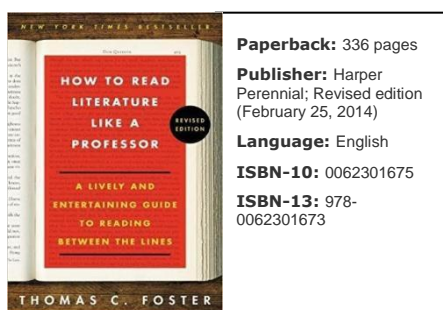
With the above definition in mind, the intention of these assignments is to allow you to both demonstrate your current ability to evaluate literature thoughtfully, as well as to prepare you for our exploration of literature this coming school year. Submitting early, by August 16th, will result in 10 extra credit points. That's a full grade! Submit all early assignments by email to Ms. Chidwick at chidwick@longleafschool.org

Pre-Writing Assignment: Write your Reader Writer Profile by August 21st.

Before you begin any of the reading for this summer, craft an honest, forthcoming, and well written profile of yourself as a reader and writer. What are your strengths and weaknesses in reading and writing? What purposes do reading and writing serve for you? What are your passions and peeves? This portion of the assignment must be no more than 250 words (about half a page). It should also be typed in MLA format.

Literature Assignments: Read each work and complete corresponding assignments by August 21st.

How to Read Literature Like a Professor by Thomas C. Foster and *Things Fall Apart* by Chinua Achebe.



Instructions for *How to Read Literature Like a Professor*: Due August 21st

As you read *How to Read Literature Like Professor*, create a basic outline of each chapter. Label each section with its chapter name and restate the main lesson that Foster wants readers to take away from the chapter. List 1-3 main points supporting this main lesson. Some chapters are much briefer than others, so you will not need 3 main supporting points for every chapter. Be discerning. This outline will serve as proof of completion of the reading, and you will also be using it to analyze your assigned novel, as well as other works throughout the year. See the format below.

Chapter One Title:

Main Lesson:

- 1.
- 2.
- 3.

Instructions for Reading *Things Fall Apart*:

You are strongly encouraged to annotate. You may use any style of annotation that will enable you to successfully complete the dialectical journal and be prepared for class discussions, class assignments, and/or AP style timed writings. That said, I will not grade your annotations. They are for you; therefore, only annotate for yourself. Some students heavily annotate. Others do not. By this point in your school career, I trust that you know what works for you. Regardless of your annotation method (circling, highlighting, various colored post it notes, coded symbols, notes in the margin), it would be helpful for your annotations to, at the very least, identify excerpts that could be used to write about the following:

- A. Diction: Note the choice of words the author uses, especially if you see patterns of words with a similar effect.
- B. Syntax: Note when a sentence or grouping of sentences seems especially impactful. When this happens you may want to examine their structure, the arrangement of words within them, their length or brevity, their type (questions, exclamations, declaratives, rhetorical, periodic, simple, complex or compound)
- C. Character and Conflict (two types literary elements): Trace the psychological development of the main character(s), as they encounter conflicts on their journey. Usually the resolution or lack thereof heavily impacts theme development.
- D. Literary Techniques: These are various tools and techniques the author uses to best convey their message. Common devices include figurative language, such as simile, metaphor, personification, and allusion, alliteration, rhyme, parallelism; but there are many others. See <https://literarydevices.net/> for a fuller list, but don't worry about learning all of this right now. Just look for what you are already familiar with.
- E. Literary Elements: Trace patterns, repetitions, and recurring elements within the text, including images, phrases, situations, symbols, archetypes, motifs, mood, themes, symbols, etc. Here is where you can employ concepts you learned about in *How to Read Literature Like a Professor*. When you notice point(s) from a particular chapter applying, then identify and analyze them. Try to identify four. Pay special attention to emerging thematic concepts. Let's say the thematic concept of "love" is being explored. What is the author saying about love? What is the truth about it that is being revealed? It could be "Love is a powerful force that helps overcome obstacles." Note: Love is not a thematic concept of *Things Fall Apart*.
- F. Tone (literary element): Identify the writer's tone and any major shifts in tone that occur. Words that describe an author's tone might include critical, angry, sympathetic, caustic, satirical, melancholy, ironic, etc.

Dialectical Journal Directions for *Things Fall Apart*: Due August 21st

- Use MLA format for headings and margins.
- Create a split page by creating a line down a third of the page. (see image on next page for clarity)
- Select 12 excerpts from across the novel by dividing the it roughly into fourths and making sure to choose three excerpts from each fourth.
- Type them out with the page number(s) on the left side of a split page journal.
- Analyze and explain the significance of the each excerpt given A-F above. Write an analytical paragraph for each excerpt on the right hand side of the journal. Don't try to discuss all of A-F for each excerpt. Rather, discuss what of A-F is especially relevant per excerpt. Write a minimum of four sentences and a maximum of ten. Do not write ten often. Honestly, if you always only write four sentences, that is okay as long as they exhibit your critical thinking and reading skills in relationship to the excerpt. It's just that students get inspired, and I want to allow for the inspiration but limit it at ten sentences with a maximum of two excerpts being at that length. There are other things to do this summer besides complete this dialectical journal. Get outside; enjoy the sun and earth; go biking and swimming; stay chill in the heat. I mean this from the bottom of my heart. Plus, being limited forces deeper thinking about what is truly important to explore, as well as how to best express it concisely.

Jakai Doe (Student Name)

Ms. Chidwick (Teacher Name)

AP Literature and Composition (Class Name)

21 August 2018 (Due Date)

Dialectical Journal for *Book Name* (Title)

<p>Excerpt Example for C and E</p> <p>"Then he wakes and lies in a place where there's just wind, and waves and light, and the intricate machinery that keeps the flame burning and the lantern turning. Always turning, always looking over its shoulder" (11).</p>	<p>This excerpt shows the symbolism of the lighthouse and how the movement of the light probe mirrors Tom's inner psychology. At the start of the novel Tom is a WWI vet looking to escape the world and its people to find peace. Yet, his past is present, as it has shaped him into one who, like the lighthouse lantern, continually looks over his shoulder to see what is coming for him. He wants escape from his anxieties but is not at peace with some of his choices. The isolation he has chosen for himself and his wife has not provided them the community support, which might help each break out of their echo chamber. This will contribute to Tom's problems by providing an opportunity to make a choice that a larger community may have kept in check, increasing the moral dilemma he faces. There is a moral searching created by his own blindness to what's right. This connects to <i>How to Read's</i> Chapter 22 on Blindness and 12 on symbols. Thematically the author is saying something about the theme of blindness and how isolation from others can contribute to moral blindness. (ten sentence example)</p>
<p>Excerpt Example for A, B, D and E</p> <p>"Then he wakes and lies in a place where there's just wind, and waves and light, and the intricate machinery that keeps the flame burning and the lantern turning. Always turning, always looking over its shoulder" (11).</p> <p>Note: You may only double up (using one quote twice) once in your dialectical journal. I did it here mostly to illustrate AP level depth of analysis. This is where we go folks. If it excites you, then you will enjoy the ride. If not, seatbelt yourself in and hold on tight!!!</p>	<p>The alliteration of the "w" and "l" emphasizes Tom's non-stop thoughts, which are triggered by never ending anxieties from the war, as these are sounds with no hard end that open wide into a long "a" and long "i", almost like his anxiety is open wide. The fragment emphasizes the "Always" of his anxiety, increasing the intensity of it, as it's capitalized and placed at the top of the first phrase. The repetition of the word "always" does that too, as do the "ing" verb endings (present progressive tense describing and action that began in the past), which are also significant, as Tom's anxiety began in the past of WWI and continues into the present. The personification of the lantern too is significant: his anxiety is present, recurring and oh so very human, setting a slightly ominous tone. (four sentence example)</p>

Enjoy your summer and studying these texts. I look forward to seeing you in August!